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ABSTRACT

Relationships between Modern Language Aptitude (MLA) test scores and grades for French, German, and Spanish were determined. Analyses within courses 01, 05, 06, 07, and 11 were conducted. Successful and unsuccessful students and their MLA scores were identified in each course. Results indicated that placement was generally more successful in the advanced courses. Statistical artifacts such as restriction of range and motivational variables were discussed as possible explanations. Specific recommendations for new placement levels were made and adopted beginning in June 1970. It is recommended that the evaluation system employed be conducted periodically to insure optimal student placement. (Author)

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AN EVALUATION OF THE FOREIGN LANGUAGE
PLACEMENT PROGRAM AT THE UNIVERSITY OF MARYLAND

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Research Report # 6-70

Summary

Relationships between Modern Language Aptitude (MLA) test scores and grades for French, German, and Spanish were determined. Analyses within courses 01, 05, 06, 07, and 11 were conducted. Successful and unsuccessful students and their MLA scores were identified in each course. Results indicated that placement was generally more successful in the advanced courses. Statistical artifacts such as restriction of range and motivational variables were discussed as possible explanations. Specific recommendations for new placement levels were made and adopted beginning in June 1970. It was recommended that the evaluation system employed be conducted periodically to insure optimal student placement.

The accurate and effective placement of university students into foreign language programs has been a difficult task at most institutions. This is particularly apparent where students are preparing to enroll in their first university-level course. Whereas each student should be placed in the course level which is commensurate with his demonstrated or potential language abilities, he should also be adequately challenged by the material. Above all, each person should be placed so that a concentrated effort on his part will assure his attainment of a satisfactory grade.

At the University of Maryland, a need was seen at least as early as 1968 to re-evaluate the placement procedures used by the French, German, and Spanish departments. While in practice it is highly unlikely that all students in a given program will ever be placed correctly in terms of ability, challenge, and attainment of satisfactory grades, it was recognized that improvement and standardization of then-existing placement procedures was necessary. The services of the University Counseling Center's Testing and Research Staff were enlisted¹, and a three phase re-evaluation and recommendation process was begun in February, 1969.

Phase I and Phase II were completed by DelBeato and Sedlacek². Their

¹The Center also assumed the responsibility for the administration of all placement tests for the French, German, and Spanish departments beginning in late 1968.

²Donald DelBeato and William E. Sedlacek, "A Preliminary Examination of the Foreign Language Placement Program at the University of Maryland," University of Maryland Counseling Center Research Report #2-69 (College Park, Maryland 1969).

findings provided the necessary background information and preliminary analyses for the present study, which is an expanded version of Phase III as originally proposed by these researchers.

The results of Phase I indicated that the Cooperative Foreign Language Examination (COOP) written exam, then being used, correlated slightly better with samples of 50 Spanish and French students' course grades in the first three language courses 05,06 and 07 than did the University of Maryland Aural Exam. DelBeato and Sedlacek also pointed out that research previously conducted by Pimsleur and Hagiwara found reading and writing scales to be better predictors of achievement in languages than oral and aural scales.³ However, they noted that more work is needed in order to clarify objective methods of measuring the latter.

Primarily because of these findings, oral and aural tests were eliminated from research and testing consideration in Phase II. Focusing on reading placement examinations, therefore, this second phase was instituted to determine relationships between existing placement measures and newer measures. Students who had registered for the February, 1969 administration of the Foreign Language Placement Examination took the following sets of tests, from which correlations between all test pairs were obtained.

French: Modern Language Association (MLA) Cooperative Foreign Language Test--Reading; College Entrance Examination Board (CEEB) Foreign Language Tests--Reading; COOP Reading Test.

German: American Association of Teachers of German (AATG) Test--Reading; MLA Reading Test; CEEB Reading Test.

³Paul Pimsleur, Ludwig Mosberg, and Andrew L. Morrison, "Student Factors in Foreign Language Learning," Modern Language Journal, XLVI (1962), 160-170
 Michio P. Hagiwara, CEEB French Placement Study, University of Michigan Study (Ann Arbor, 1966).

Spanish: MLA Reading Test; CEEB Reading Test; COOP Reading Test.

DelBeato and Sedlacek found that performances on the MLA, CEEB, COOP, and AATG exams were all highly correlated with one another. Therefore, time, cost, and administrative variables became the deciding factors in the selection of one of these tests. The University Counseling Center's Testing and Research staff used these criteria in consultation with the departments involved in choosing the MLA French, German, and Spanish reading tests for regular use in the Foreign Language Placement Program at the University of Maryland as of June 1, 1969.

After the selection of the MLA exams, Phase III of the placement evaluation process was begun in February, 1970. This date coincided with the receipt of grades at the end of the first full semester in which foreign language students had been placed in courses based solely on their MLA scores. The present report describes and assesses the findings of this third and final evaluative phase.

The purposes of the Phase III evaluation were three-fold: (1) To assess the accuracy of the University of Maryland's recently instituted MLA placement procedure, the exact cutoff scores of which are based upon a combination of Phase II results and the language grades of selected students who had been placed under the old program, and upon MLA national norm table medians (Level MA, second year college general norms);⁴ (2) To suggest future changes in placement levels, where post-MLA language grades indicate that relatively large numbers of University students

⁴Booklet of Norms, Educational Testing Service Cooperative Test Division: for MLA Cooperative Foreign Language Tests (Princeton, N.J., 1965), pp.14, 28, 67.

apparently have not been placed coorectly under the new program; (3) To present an analytical procedure which can be applied to the evaluation of similar language placement programs in other universities or colleges.

Method

Sample: The research sample consisted of all French, German, and Spanish students who took the MLA reading exam for their respective language, who were placed according to MLA course level cutoff scores revised as of September, 1969 (see Table 1) and who subsequently received a letter grade of A, B, C, D, or F in that course. This sample therefore consisted of the following: (1) Students who took the MLA exam as part of the February, 1969 Phase II test battery, and who upon later examination were found to have been placed as if September, 1969 MLA placement criteria had been in effect;⁵(2) Students who took the MLA exam in June, 1969; (3) Students who took the MLA exam in September, 1969. In the case of the last two groups, all students evaluated herein completed the Language courses in which they were placed during the fall semester of 1969. Those who took the MLA in June, therefore, were placed according to September, 1969 criteria.

It should be noted that the research sample did not consist of any students who did not meet all of the above criteria. Students who dropped the course, were placed according to other individual criteria, withdrew from school, etc., were not evaluated.

Procedure: The essential data for each student consisted of his raw MLA score and the subsequent grade he received in the foreign language course in which he was placed. Appendix A contains a description of each course.

⁵For the most part, these students completed their language courses during the spring semester of 1969. Since the MLA had not yet been adopted, COOP and AATG scores were the primary placement criteria actually used.

Scores were obtained from University Counseling Center records and grades were obtained from the Registrar's Office. This information was key punched onto a single IBM card, which also contained the student's name, University identification number (Social Security Number), language tested for, language taken, placement level, level taken, and date tested.

By using all the identifying information it was possible to eliminate those students who did not meet the requirements set forth in the preceeding section. The sample used in Phase III therefore consisted of all students meeting these requirements, but not all students enrolled in each course. In determining the accuracy of past placement, and to some extent in making recommendations for improvement of current placement criteria, each placement level within a language was evaluated separately. Pearson product-moment correlations between MLA scores and grades were calculated for each level based on all students who received a letter grade. However, the remainder of the calculations were based upon within-level separations of students into groups of those who attained satisfactory grades (A,B,orC) and those who attained unsatisfactory grades (D orF)⁶

Results and Discussion

The MLA placement level criteria are given in Table 1. Although Phase III only covers those students who took an MLA reading test and completed the language course in which they were placed by January of 1970, these placement levels were also used for the spring, 1970 term. The cut-off scores for each level as graphed in Figures 1,2,and 3 are based on these criteria. Appendices B,C, and D give the percentage of students graphed in the figures.

⁶Those students receiving satisfactory grades are herein termed "successful"; those receiving unsatisfactory grades are termed "unsuccessful".

French Placement

The Pearson product-moment correlations (r 's) of Table 2 indicate that the strongest relationship between MLA scores occurred in French 07 and 11. This is most parsimoniously explained by the effects of restriction of range in artificially depressing the size of the coefficients. That is the standard deviations of MLA scores were much greater for courses 07 and 11 in all languages, thus allowing a greater opportunity for a large correlation. However, this effect is somewhat minimized by the smaller standard deviations for grades in courses 07, and 11. Figure 1 graphically shows the percent of successful and unsuccessful students in French.

Over 80% of those students receiving unsatisfactory grades in French 07 had achieved raw MLA scores of either 20 or 21, an indication of fairly accurate placement because these two scores fall at the lowest end of the 07 placement level range. Most unsuccessful students would be expected to score here, an indication that they are borderline cases who might have earned a satisfactory grade had they been placed in French 06. Appendix B indicates that a total of 16 students earned unsatisfactory grades, a relatively low number in relation to the 206 students receiving satisfactory grades of A, B, or C.

Analysis of the French 11 data shows that placement was very accurate. Only one student earned an unsatisfactory grade, and he had scored near the lower end of the French 11 MLA range.

Turning to the beginning and intermediate levels of French, Figure 1 indicates that placement in French 01 (a course where students receive no credit) was effective. Although the Pearson r of .20 is not significant, only seven students were involved. It is in analyzing the effectiveness of placement in French 05 in particular that difficulties appear. Not

only is the $r = .01$, but Figure 1 shows that the curves representing successful and unsuccessful students nearly coincide. The lack of distinct separation between these curves means that placement was relatively ineffective at this level, a point further emphasized by the fact that 74 persons received unsatisfactory grades. A more nearly ideal situation, such as occurred in French 07, would find a distinct separation of curves such that the modes representing unsuccessful students correspond to lower MLA scores than the modes representing the successful ones.

The effectiveness of placement in French 06 was slightly better than that of French 05. Although the r of .12 is low, there is some separation between the two curves in Figure 1. Furthermore, 50% of those persons earning unsatisfactory course grades had earlier attained MLA scores of 15 or 16, these fall at the lower end of the French 06 placement range and are readily amenable to adjustment.

Recommendations: The needs for placement revisions center primarily around French 05. By increasing the upper cutoff score for French 01 from 9 to 11, and by increasing the upper cutoff score for French 05 from 14 to 16, these data indicate that this placement problem could be reduced. It would also be advisable to change the upper cutoff for French 06 from 19 to 21. This move, if it were now hypothetically carried through in placing the present population, would put over 80% of the unsuccessful French 07 students in French 06. All these revisions are incorporated into the proposed placement test levels presented in Table 3.

German Placement

The r for German 05 is significant beyond the .05 level (Table 2). Placement in 05 was more accurate than for German 06 or 07, a statement borne out by the fact that the maxima of the curves graphed for 05 in

Figure 2 are distinctly separated; the maximum of the curve representing unsuccessful students corresponds to a lower raw MLA score than that representing successful students. However, 19 students received satisfactory grades, and almost that many (16) received unsatisfactory marks (Appendix C).

Figure 2 shows no distinct separation between the curves representing successful and unsuccessful students in German 06. The Pearson r indicates that there is no correlation at this level between MLA scores and grades. Furthermore, 12 students received unsatisfactory grades compared with only 10 who received satisfactory marks.

The graphed percentages for German 07 show a distinct separation. Although it might appear that the curves are not entirely indicative of accurate placement because the maximum of the successful-student curve corresponds to a lower MLA score than that of the unsuccessful students, Appendix C clarifies this situation. The maximum of the latter curve represents only two students, out of a total unsuccessful 07 population of seven. In contrast, 21 students earned satisfactory grades.

Placement in German 11 was very effective. All 10 students in this population earned satisfactory grades. The primary reason for a non-significant r was that among the successful students grades of A, B, and C were scattered irregularly across the German 11 MLA range, although the reader is reminded of the problems of restriction of range discussed earlier.

Recommendations: The German language levels in need of MLA placement revisions are 05 and 06. Table 1 indicates that although placement criteria for German 01 exist, they were not used. Rather, all students earning MLA scores of 0 through 7 were placed in German 05. Placement into German 01

should be instituted, to prevent a reoccurrence of the present large proportion of students receiving unsatisfactory grades in German 05.

Owing to the very poor placement results obtained in German 06, it is recommended that the MLA range for German 05 be expanded from 8 through 11 to 8 through 14. This would enable the German 06 placement to be almost completely revamped, changing it from its present range of 12 through 15 to a recommended 15 through 19. Such a shift would assure this course of a better-prepared group of students, hence fewer unsatisfactory grades. The lower cutoff score for German 07 would then be moved from 16 to 20. These revisions are incorporated into the proposed placement test levels presented in Table 3.

Spanish Placement

The most effective Spanish placement occurred in levels 07 and 11. The correlation of .46 for Spanish 07 is significant beyond the .01 level (Table 2). There is a distinct separation between the graphs of the curves representing successful and unsuccessful students in 07 (Figure 3). Relative accuracy of placement is indicated by the fact that the primary maximum for the unsuccessful-student curve lies near the lower cutoff score for this level. That is, the nine unsuccessful students who scored either 17 or 18 (Appendix D) were probably borderline cases whose abilities were actually better suited to Spanish 06.

Although the r of .32 for Spanish 11 is not significant, this is primarily because this statistic is based upon a within-level ranking of the letter grades of both successful and unsuccessful students. In this case only one student received an unsatisfactory grade, and the remainder were spread irregularly across the Spanish 11 range (Figure 3). The student earning the unsatisfactory grade scored 31 on the MLA reading test,

hence falling near the lower end of the Spanish 11 range.

Analysis of the data for Spanish 05 indicates that there is relatively little significant separation between the curves representing successful and unsuccessful students in Figure 3. The r of .10 is positive but low. The fact that 71 students were successful as compared to 21 who were not indicates that placement in this level was moderately accurate.

The r of .12 for Spanish 06 is nearly the same as that for Spanish 05. Although there is separation between the curves, the MLA range covered by 06 is narrow in relation to the other Spanish course levels. The maximum of the curve, representing 13 unsuccessful students, corresponds to a raw MLA score of 14. The fact that this score is equidistant from both the upper and lower cutoffs indicates ineffective placement, as does the fact that 29 students were unsuccessful out of a total of 82.

Recommendations: Revisions in the placement criteria used by the Spanish department should begin with Spanish 06. This placement range should be changed in order to include most of the students who under the present system were unsuccessful in Spanish 07 while at the same time placing most of those who were unsuccessful in 06 into Spanish 05. Therefore, the lower cutoff score for 06 should be changed from 12 to 15, and the upper cutoff score for 06 should be changed from 16 to 20. It should be noted that these revisions correspond to the approximate points at which the graphs of the curves of successful and unsuccessful students cross each other within levels 06 and 07 in Figure 3.

The revisions recommended above would create a very large Spanish 05 placement range, incorporating MLA scores from 0 through 14. Although the present system does not place students taking the MLA test into Spanish 01, it is recommended that such placement be instituted. The assumptions

in the past have been that any student taking the MLA reading test has had at least one Spanish course in high school, and that he has learned at least a small amount of Spanish. While the former assumption is usually correct, the latter may not be. For all practical purposes students scoring 5 or less on the MLA test belong in Spanish 01 with those students who have never studied the language. Owing to the multiple choice nature of the MLA test, such low scorers may well have gotten several questions correct by guessing. Use of the MLA listening test in a supplementary fashion as has recently been done might aid in determining if this is the case.

All these revisions are incorporated into the proposed placement test levels for Spanish presented in Table 3.

CONCLUSION

A trend was apparent throughout the three language placement programs evaluated--French, German, and Spanish. The most effective and therefore accurate placement was found in the most advanced levels, 07 and 11. No revisions in level 11 cutoff scores were recommended, and those recommended for level 07 were primarily a result of needed changes in level 06. Four possible explanations can be posited for this finding. The broader range of MLA scores among students in 07 and 11 thus permitting higher correlations; students enrolling in more advanced courses often do so out of interest's sake alone, rather than to meet a University language requirement; such students are already familiar with the University's language program; such students are not coming directly out of high school language programs where they received different kinds and qualities of preparation.

Relatively ineffective placement was shown to have occurred in levels 05 and 06 in all three languages, hence extensive recommendations were made

here. Without exception, data dictated that the MLA scores needed to place in a given level be raised. The explanations posited above for advanced placement accuracy probably apply in reverse for these levels. It can also be concluded that the original system used in establishing the September, 1969 criteria was inaccurate in part.

The reader is reminded of the many extraneous and perhaps unavoidable variables affecting the results. For example variations in placement policies between advisors, differing grading methods, differing teaching methods etc., and statistical artifacts such as the fact that you rarely or ever get to assess how a person with a 05 placement score would actually do in 06 or 07 or vice versa.

Despite these problems the recommended adjustments in placement levels should allow a more accurate adjustment of student language abilities to University course requirements, resulting in more equitable proportions of students earning satisfactory grades. It is hoped that the techniques presented here will be useful in the evaluation of foreign language placement programs at other colleges and universities as well.

TABLE 1
UNIVERSITY OF MARYLAND
FOREIGN LANGUAGE PLACEMENT TEST LEVELS BASED ON MLA SCORES
(Revised September, 1969)

COURSE LEVEL	FRENCH SCORES		GERMAN SCORES		SPANISH SCORES ^a	
	RAW	SCALED	RAW	SCALED	RAW	SCALED
01 ^b	0-9	132-149	0-11	131-141 ^c		
05	10-14	150-160	8-11	142-150	0-11	131-151
06	15-19	161-169	12-15	151-158	12-16	152-162
07	20-29	170-179	16-27	159-177	17-29	163-180
12	30-39	180-189 ^d				
11	40-50	190-199	28-50	178-200	30-50	181-201

^aSpanish scores refer to each part separately--reading and listening. The reading score is the determining factor, and therefore is the sole basis of analysis in the present study.

^bCourse 01 does not carry any credit.

^cNo students were actually placed in German 01 on the basis of MLA scores; those attaining raw scores from 0-7 were placed in German 05 and are treated herein as part of the German 05 population.

^dNo students were actually placed in French 12 on the basis of MLA scores; those attaining raw scores from 30-39 were placed in French 11.

TABLE 2
MEANS, STANDARD DEVIATIONS, AND CORRELATIONS
BETWEEN MLA SCORES AND GRADES RECEIVED^a

<u>LANGUAGE AND COURSE LEVEL</u>	<u>N</u>	<u>MEANS:</u>		<u>STANDARD DEVIATIONS:</u>		<u>PEARSON r</u>
		<u>MLA</u>	<u>GRADES</u>	<u>MLA</u>	<u>GRADES</u>	
French 01	7	6.71	2.71	1.28	1.39	.20
French 05	258	12.05	2.11	1.62	1.20	-.01
French 06	216	16.88	2.25	1.42	1.20	.12
French 07	222	23.81	2.69	2.87	0.95	.30*
French 11	47	38.11	3.02	5.02	0.81	.37*
German 05	35	8.40	1.66	2.00	1.35	.35*
German 06	22	13.45	1.41	1.03	1.15	.00
German 07	28	21.25	2.61	3.23	1.14	.20
German 11	10	42.30	2.70	5.20	0.78	.44
Spanish 05	92	8.25	2.34	2.56	1.15	.10
Spanish 06	82	14.20	1.80	1.51	1.14	.12
Spanish 07	106	21.45	2.42	3.48	0.92	.46*
Spanish 11	18	36.28	3.22	5.22	0.97	.32

*Significant beyond the .05 level

^aSignificance of correlations established by means of Table D (Appendix B) in J.P. Guilford, Fundamental Statistics in Psychology and Education, 4th ed. (New York: McGraw-Hill Book Co., 1965), pp. 580-581.

TABLE 3
UNIVERSITY OF MARYLAND
FOREIGN LANGUAGE PLACEMENT TEST LEVELS BASED ON MLA SCORES
(Proposed and Instituted June 1970)

<u>COURSE LEVEL</u>	<u>FRENCH SCORES</u>		<u>GERMAN SCORES</u>		<u>SPANISH SCORES</u>	
	<u>RAW</u>	<u>SCALED</u>	<u>RAW</u>	<u>SCALED</u>	<u>RAW</u>	<u>SCALED</u>
01 ^a	0-11	132-153	0-7	131-141	0-5	131-141
05	12-16	154-164	8-14	142-156	6-14	142-157
06	17-21	165-171	15-19	157-166	15-20	158-169
07	22-29	172-179	20-27	167-177	21-29	170-180
11	30-50 ^b	180-199 ^b	28-50	178-200	30-50	181-201

^aCourse 01 does not carry any credit.

^bAlso used for French 12.

APPENDIX A

DESCRIPTION OF FRENCH, GERMAN OR SPANISH LANGUAGE COURSES^a

01 is the elementary course. Students placed here receive no credit.

05 is a review of the elementary language (3 credit hours).

06 and 07 are the intermediate courses (3 credit hours each).

11 is an introduction to literature in the language (3 credit hours).

(12 covers conversation and composition.)

^aTo satisfy the foreign language requirement of the College of Arts and Sciences, all students who took less than three years of French, German, or Spanish in high school upon placement must continue in any authorized sequence through Course 07. Students who score higher than the Course 07 level on the placement examination automatically fulfill the College language requirement.

APPENDIX B FRENCH

SUCCESSFUL AND UNSUCCESSFUL STUDENTS RECEIVING A GIVEN MLA SCORE WITHIN EACH LEVEL

	MLA Score	SUCCESSFUL STUDENTS		UNSUCCESSFUL STUDENTS	
		Number	Percentage	Number	Percentage
FRENCH 01	0	0	0	0	0
	1	0	0	0	0
	2	0	0	0	0
	3	0	0	0	0
	4	0	0	0	0
	5	1	17	1	100
	6	1	17	0	0
	7	1	17	0	0
	8	3	50	0	0
	9	0	0	0	0
FRENCH 05	10	26	14	13	17
	11	44	24	18	24
	12	26	14	10	13
	13	45	25	13	17
	14	43	23	20	27
FRENCH 06	15	36	22	17	32
	16	29	18	10	19
	17	30	19	12	22
	18	37	23	9	17
	19	30	19	6	11
	20	28	14	8	50
	21	24	12	5	31
	22	20	10	1	6
	23	23	11	0	0
FRENCH 07	24	23	11	0	0
	25	19	9	1	6
	26	22	11	0	0
	27	18	9	0	0
	28	14	7	0	0
	29	15	7	1	6
FRENCH 11	30	2	4	0	0
	31	2	4	0	0
	32	1	2	1	100
	33	2	4	0	0
	34	5	11	0	0
	35	5	11	0	0
	36	1	2	0	0
	37	6	13	0	0
	38	2	4	0	0
	39	3	7	0	0
	40	3	7	0	0
	41	3	7	0	0
	42	0	0	0	0
	43	2	4	0	0
	44	2	4	0	0
	45	3	7	0	0
	46	1	2	0	0
	47	1	2	0	0
	48	1	2	0	0
	49	0	0	0	0
	50	1	2	0	0

APPENDIX C GERMAN

SUCCESSFUL AND UNSUCCESSFUL STUDENTS
RECEIVING A GIVEN MLA SCORE WITHIN EACH LEVEL

	MLA Score	SUCCESSFUL STUDENTS		UNSUCCESSFUL STUDENTS	
		Number	Percentage	Number	Percentage
GERMAN 05	0	0	0	0	0
	1	0	0	0	0
	2	0	0	0	0
	3	0	0	1	6
	4	0	0	0	0
	5	1	5	1	6
	6	1	5	2	13
	7	2	11	4	25
	8	3	16	2	13
	9	3	16	1	6
	10	5	26	4	25
GERMAN 06	11	4	21	1	6
	12	3	30	2	17
	13	2	20	4	33
	14	3	30	4	33
GERMAN 07	15	2	20	2	17
	16	1	5	1	14
	17	2	10	0	0
	18	0	0	1	14
	19	1	5	1	14
	20	7	33	1	14
	21	1	5	1	14
	22	2	10	0	0
	23	2	10	0	0
	24	0	0	2	29
	25	0	0	0	0
	26	2	10	0	0
	27	3	14	0	0
GERMAN 11	28	1	10	0	0
	29	0	0	0	0
	30	0	0	0	0
	31	0	0	0	0
	32	0	0	0	0
	33	0	0	0	0
	34	0	0	0	0
	35	0	0	0	0
	36	0	0	0	0
	37	0	0	0	0
	38	0	0	0	0
	39	1	10	0	0
	40	0	0	0	0
	41	0	0	0	0
	42	0	0	0	0
	43	3	30	0	0
	44	1	10	0	0
	45	2	20	0	0
	46	1	10	0	0
	47	1	10	0	0
	48	0	0	0	0
	49	0	0	0	0
	50	0	0	0	0

APPENDIX D SPANISH

SUCCESSFUL AND UNSUCCESSFUL STUDENTS RECEIVING A GIVEN MLA SCORE WITHIN EACH LEVEL

	MLA Score	SUCCESSFUL STUDENTS		UNSUCCESSFUL STUDENTS	
		Number	Percentage	Number	Percentage
SPANISH 05	0	3	4	0	0
	1	0	0	0	0
	2	1	1	0	0
	3	1	1	0	0
	4	1	1	0	0
	5	3	4	2	10
	6	5	7	3	14
	7	10	14	3	14
	8	5	7	4	19
	9	9	13	4	19
	10	19	27	2	10
	11	14	20	3	14
SPANISH 06	12	8	15	5	17
	13	11	20	4q	14
	14	8	15	13	45
	15	9	17	5	17
	16	17	32	2	7
	17	11	12	4	24
SPANISH 07	18	9	10	5	29
	19	7	8	3	18
	20	8	9	1	6
	21	7	8	2	12
	22	8	9	1	6
	23	11	12	1	6
	24	5	6	0	0
	25	6	7	0	0
	26	4	5	0	0
	27	7	8	0	0
	28	3	3	0	0
	29	3	3	0	0
SPANISH 11	30	1	6	0	0
	31	3	18	1	100
	32	1	6	0	0
	33	2	12	0	0
	34	0	0	0	0
	35	2	12	0	0
	36	0	0	0	0
	37	1	6	0	0
	38	2	12	0	0
	39	0	0	0	0
	40	1	6	0	0
	41	0	0	0	0
	42	0	0	0	0
	43	1	6	0	0
	44	1	6	0	0
	45	1	6	0	0
	46	1	6	0	0
	47	0	0	0	0
	48	0	0	0	0
	49	0	0	0	0
	50	0	0	0	0

FIGURE 1
FRENCH LANGUAGE PROFILE INDICATING ACCURACY OF PLACEMENT-LEVEL CRITERIA
(based on September, 1969 cut-off standards)

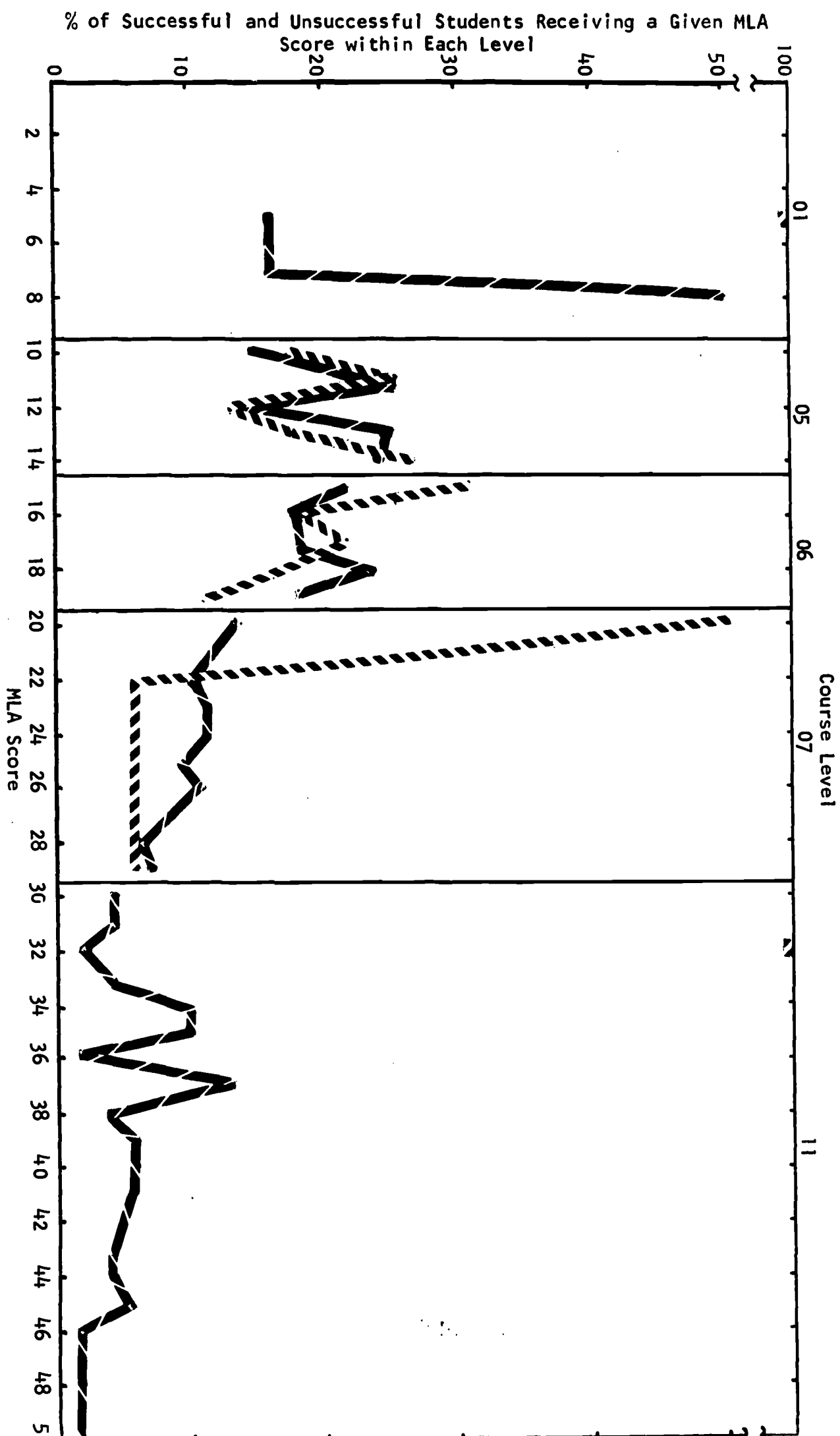


FIGURE 2
GERMAN LANGUAGE PROFILE INDICATING ACCURACY OF PLACEMENT-LEVEL CRITERIA
(based on September, 1969 cut-off standards)

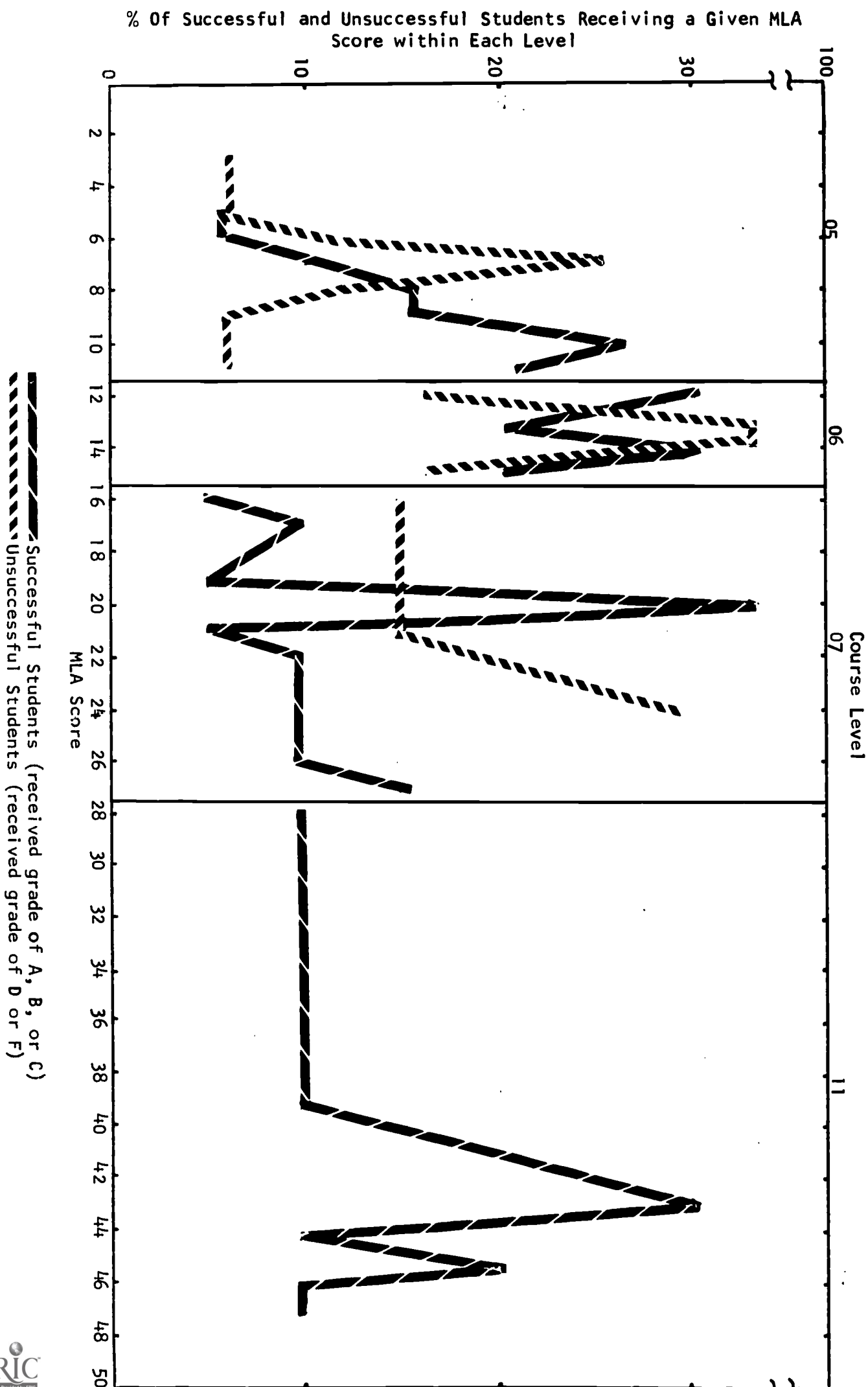


FIGURE 3
SPANISH LANGUAGE PROFILE INDICATING ACCURACY OF PLACEMENT-LEVEL CRITERIA
(based on September, 1969 cut-off standards)

